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THE DEPENDENCY OF AN INDIVIDUAL'S AND STATE WELL-BEING ON HIGHER EDUCATION QUALITY: ANALYSIS OF UKRAINIAN STUDENTS' AND EMPLOYERS' OPINION

ABSTRACT

Statistical information attests to the fact that the share of the Ukrainian population with higher education is one of the largest in the world and comprises more than 82%, which considerably surmounts corresponding indicators for countries with a high level of social and market institutes' development. A large share of persons with higher education in Ukraine and a comparatively low dynamics of its socio-economic development rise a question of the relevance of the human capital theory for those countries that are currently at the stage of the so-called permanent social and economic transformation. The socio-economic results of such countries' development suggest certain limitations of the human capital theory, namely those of its postulates whose contents imply the existence of a directly proportional dependency of an individual's well-being at the level and quality of their education. The controversy between the theory and practices of investment in higher education, especially in the context of comparing an expected and the actual social and economic effect, has determined the need to clarify the opinion of representatives of the present-day society concerning the existence of cause-and-effect connections between quality of higher education and well-being. As an instrument for collecting information on the issue of dependency of an individual's well-being and that of the state on the quality of higher education, the method of polling was selected and applied in the form of a questionnaire. Representatives of student youth and employers from the eastern oblasts (areas) of Ukraine acted as respondents. On the results of the comparative analysis of 747 respondents' answers, the authors of this article formulate generalizations and conclusions concerning the object of scientific interest. There is substantiated the expediency of introducing to the scientific circulation and further use of indicators of social and economic devaluation of higher education in practical activities for estimating state policy's efficiency in the sphere of higher education.

Keywords: quality of higher education, human capital, investing in higher education, well-being of a social object, economic value of higher education, higher education coverage, polling students and employers, economic and social devaluation of higher education

JEL Classification: I31, D12, I21

INTRODUCTION

During the meetings with candidates to enter higher education institutions (the applicants) and their parents, there recurs the same question of a dependency of a person's future income on the level and quality of education obtained by them in the course of study. Even a few years ago, the answer to this question by persons interested in obtaining a higher education was predictably obvious. The results of scientific research by both individual scientists and scientific groups positively attest to the existence of cause-and-effect connections between the level of a person's sum total income and the level and quality of education they obtained in their time. Resulting of many years of analysis, scientists were proving convincingly the existence of a direct connection between the corresponding phenomena. At present though, the answer to this question is not as obvious as it was just a few years ago. This is connected with the fact that among comparatively affluent people one can ever more often come across those who not only

lack higher education but also deny its influencing an individual's well-being level at all. Applicants give examples of labor potential realization by B. Gates, S. Jobson, M. Dell, L. Ellison, R. Branson, R. Abramovich, E. Kamprad, R. Handler, Q. Tarantino, H. Ford, and many other entrepreneurs who did not have a higher education but ensured their well-being at quite a sufficient level. Granted, the share of persons without a higher education among the people with a high income level is not considerable and such that would enable to speak of the existence of a tangible cause-and-effect connection in this very direction of the dependency between the categories of well-being and the level and quality of higher education. At the same time, the very fact of the absence of a direct correlation between the corresponding phenomena (the absence of the cause-and-effect connection and (or) directly proportional dependency) in the cases of the aforementioned personalities attests in itself to the existence of a controversy between the development level of qualitative characteristics of a social object's labor potential (hereinafter the publication authors treat a social object as a person, organization, a state, or a society), the structure of which traditionally includes the level and quality of education obtained and the result gained by utilizing them in the real economy sector, for instance as well-being or real income.

A comparatively simple in its content applicants' question about the dependency of future income on the level and quality of obtained education has got its quite a complicated actualization at the operation level of national economies. Increasing the scale of this question to the level of the national economy raises, in its turn, the issues of the sources of generating the national wealth of a state and clarifying the place and the role of higher education in its further accumulation.

The problematics concerning the development of a social object's well-being and quality of education have obtained its actualization both at the level of international legal acts' norms and within national legislation norms. For instance, out of the seventeen goals of sustainable development, approved in the summative document of the 70th session of the UN General Assembly, at least nine of them are to a certain extent related to the problematics of well-being and education quality [1]. Among such goals, the Summit participants have determined: 1) concerning the issues of securing a social object's well-being: overcoming poverty; overcoming hunger; good health and well-being; clean water and appropriate sanitary conditions; decent working conditions and economic growth; industry, innovations, and infrastructure; sustainable development of cities and communities; peace, justice, and strong institutions; 2) concerning the issues of ensuring quality of education: high quality education. Despite the fact that among the goals of sustainable development for the millennium the quality of education is positioned in only one of the directions, it is the one that was identified by the Bologna Process monitoring group during the session on preparing the Rome Communiqué by the Ministers of European higher education environment (estimated time of holding the meeting is June 23–25, 2020) as the principal instrument in attaining the rest of the global goals [2], including those immediately pertaining to the well-being of a person and the state.

Considering the mentioned afore, the authors think it possible to state that researching the problematics of the dependency of a social object's well-being level on the level and quality of higher education is meaningful both for ensuring socio-political and socio-economic development of a state (determining the sources and potentials of development, as well as mechanisms to support it), and for immediate development of a personality at an individual's level.

LITERATURE REVIEW

The problematics of the cause-and-effect connection of a social object's well-being with the level and quality of their education is not an utterly new direction in organizing science research. The theoretic-and-methodology foundation of this problematics was laid in works by representatives of neoclassical direction in economic science. For instance, A. Marshall, researching the issue of the phenomenon of capital, turned attention to the existence of sources of its formation beyond the so-called physical assets. In the scientist's opinion, a considerable share of capital is formed in the plane of organization proper and the knowledge available for being realized within a such organization. Knowledge, to A. Marshall's conviction, is the most powerful catalyst for increasing the volume and quality of material production [3], and «economic benefit from the introduction of one significant industrial innovation is sufficient enough to compensate expenses on educating inhabitants of a large city, for one such idea like, for example, Bessemer's chief invention, secures the same growth of production capacity as the labor of 100 thousand persons» [4, p. 294]. It should be noted that A. Marshall's idea of the importance of education for amassing capital by a social object is not principally revolutionary for its time.

A similar idea, if certainly with a different accentuation of scientific attention, was considered in its time by the founders of classical economic theory, namely by W. Petti, A. Smith, D. Riccardo, and other scientists. For example, according to W. Petti's research, the so-called vital acting forces of a human are simultaneously both a determinant of the growth of a nation and its constituent [5]. A. Smith was certain that a worker's dexterity and skills are the very factors of raising labor efficiency as well as that of improvement of machines and equipment involved in the final product manufacture. It was the scientist's conviction that remuneration to a person for their professional activities will certainly compensate all the

expenses of obtaining a profession [6, c. 179]. To the existence of the direct dependency between the education level of a country's population and the rates of national wealth growth, D. Riccardo turned attention in his time. The problematics of the dependency of a social object's well-being on the quality of education found its indirect reflection in the system of scientific views of materialistic dialectics. According to K. Marx's convictions, a worker with their physical and spiritual abilities comprised an element of the capital of economic activity subject. Considering the object of the authors' scientific interest, the scientist's postulate on "regardless of the difference between the work of a weaver (labor activity in this profession is simple enough, for it does not require from a worker any special training and professional experience – the text in the brackets is the authors' commentary) and that of a jeweler (this kind of labor activity is quite complicated in its structure and its content, and consequently requires from a worker availability of certain professional knowledge, skills and abilities – the text in the brackets is the authors' commentary), the share of work that compensates the jeweler's price of their labor force (it is quite obvious that the work of a jeweler is more valuable, and consequently more expensive for an employer if compared with that of a weaver – the text in the brackets is the authors' commentary), does not differ qualitatively from the share of the added work with which the other one creates the added value" [7, p. 237]. Attention should be paid to the fact that determining a greater "value of a jeweler's work" compared to "the value of a weaver's work" and accentuating his attention on there not being any difference between the levels of the added shares of labor of a jeweler and a weaver, K. Marx indirectly agrees that "the compensation of the price of a jeweler's work force" is the payment of their professional knowledge, skills and abilities, or in other words – professional education. At the same time, not denying the role of new technologies in ensuring the increase in work efficiencies, and consequently, workers' knowledge, skills, and abilities, the scientist does not identify the so-called skilled labor at the level of quantitatively significant factor influencing the total sum product of an organization's operation.

Another representative of materialistic dialectics, V.I. Lenin (V.I. Ulyanov) was certain that the knowledge attained through education should become a catalyst for raising business efficiency at both the individual and the state levels. This thought of K. Marx's follower got its development in research by N.K. Krupskaya, who determined a direct dependency of state well-being on education through the prism of the result of her scientific research, namely "the more developed from the industrial standpoint is a state, the greater amount of knowledge is required from workers and peasants" [8, p. 10]. Despite the fact that the cited idea demonstrates a reverse dependency, namely that "a higher development level of a state" determines "a greater amount of knowledge", its content is quite significant. The vector of such a dependency determines the priority for the development of the state rather than that of an individual. Perhaps it is through this reverse (unnatural) direction of the dependency that one can explain certain controversy between quite a large segment of people with higher education in the countries that laid in their time the Marxist philosophy and materialistic dialectics principles into the foundation of their socio-political and socio-economic development, and their well-being levels. In other words, the doctrine of "the developed industry of a state determines people's development" somehow violates the logic of cause-and-effect connections between a social object's knowledge and its further development.

The idea, substantiated by A. Marshall in his time, of a possibility to perceive education at the level of "a national investment" got its further conceptualization in the neoclassical human capital theory by T. Schultz and H. Becker. According to Schultz', the human capital theory author's, research, the economic value of education discloses itself through the prism of consequent dialectic transformation of financial resources (expenditures on education) into knowledge (a result of an individual's development) with its further transformation into goods (well-being) for both an individual themselves and for society in general. The scientist proved the fact that investment in education is not only justified and expedient considering the development of a person and society, but also an efficient capital investment [9]. In the basis of the human capital theory, T. Schultz put the outcomes of scientific researches by E. Dennison concerning the sources and the causes of economic growth in the USA. Applying the statistical analysis methods, E. Dennison established the fact that the use of modern technologies and new equipment by business subjects in their production of goods and services secured for the USA at that time not more than half of the gross national product that was increased in the XX century. The other half of the corresponding part was, in the scientist's opinion, secured on account of such factors as raise in quality of production management and organization, improvement of economic policies' efficiency, and so on [10]. It was researching exactly these so-called non-production factors when T. Schultz proposed to refer education, among other things, to them. In his work "Education as a source of a capital generation", T. Schultz offered to view the labor force cost through the prism of unity of the cost of a person's labor itself together with the cost of their expenditure on education [11]. Considering the chosen author's object of scientific search (the dependency of an individual's state well-being on the quality of higher education), the greatest value of T. Schultz's scientific views is disclosed through the content of his definition of human capital. Under the human capital, the scientist meant everything that is a source of future satisfaction and (or) future incomes, that is everything, regardless of its being material or a human asset, that can generate future incomes. In other words, T. Schultz has formulated a direct reference to education's ability to secure incomes for its bearer (owner) in the future.

In H. Becker's opinion, the analysis of these or other components of human capital can be performed, among other things, around such issues as rates of well-being growth depending on education level; the dependency between the unemployment and education levels; the dependency between the age of a person and their education (the amount of knowledge, skills, and abilities) viewed through the prism of labor resources' mobility; the interrelation between a person's giftedness and their education level and so on [12]. Nearly all of the offered directions concentrate on the issues of education investment efficiency, i.e., comparing the resources spent to attain it with the results achieved in the real economy sector due to the knowledge obtained in the course of training.

Studying the human capital theory, M. Blaug turned attention to the fact that an individual's (in our case, a social object's) expenses on education should be viewed at the level of satisfying not only their day-to-day needs but also for their future monetary and non-monetary incomes. People can "invest in their health; they can voluntarily purchase additional education; they can buy information on vacancies. All these phenomena – health, education, looking for a job, obtaining information, migration, and training at the workplace – can be viewed through the prism of investment rather than consumption" [13, p. 318]. The scientific position of M. Blaug concerning the results of investing in education, namely the scientist's accentuating his attention on the fact that an individual's expenses on education are a determinant of their "future money incomes", is quite significant for organizing research to be conducted in the chosen for this publication direction. Quite a similar thought is found in L Turow's research, who explained human capital through a sum total of knowledge, skills, abilities, and motivations (it is quite obvious that knowledge and skills are the results of a person's education/self-education – the text in the brackets is the authors' commentary), which ultimately promotes not only a rise in work efficiency (a raise in work efficiency leads to capital accumulation and a rise in the well-being of its owners, and through the tax redistribution system – to a rise in the well-being of society as a whole – the text in the brackets is the authors' commentary) but also to the rise in the incomes of individual persons [14].

The paradigm of "education today – well-being tomorrow" in a, certainly, somewhat different form of its presentation can be traced in works by contemporary researchers. Representatives of the present-day scientific community, applying statistical methods and mathematical analysis methods convincingly prove the existence of a dependency between an individual's and state well-being and the quality of higher education. For instance, David Bloom, David Canning, Kevin Chan, and Dara Lee Luca, considering the proofs of the dependency of the development level of a state on the education level of its citizens, formulated within the classical economic theory and developed by the human capital theory representatives, have come to the conclusion that a rise in higher education quality, as well as its accessibility, enhances the acceleration of a country's economic growth and its citizens' well-being. At the same time, the scientists turn attention to the fact that the growth of a share of citizens with higher education in a country does not ensure a spontaneous growth of its well-being. In David Bloom, David Canning, Kevin Chan, and Dara Lee Luca's opinion, a society can gain positive effects from an increase in the number of individuals with higher education in the country only in case when the state ensures the possibility of productive application of university knowledge within its own national economy [15]. In other words, it is possible to assume that a critical number of highly educated individuals in a state does not guarantee in itself the attaining of a certain well-being level by a social object.

Not denying the place and the role of the state in creating conditions for a social object to realize their work potential formed with the help of higher education, Aldona Migala-Warchol, and Monika Pasternak-Malicka have confirmed the supposition of the existence of a direct dependency between an individual's and state well-being on the quality of higher education. Unlike other scientists who concentrated their attention on research of higher education, A. Migala-Warchol and M. Pasternak-Malicka turned to the problematics of estimating the effect of the influence on socio-economic development of a state on the part of not only the higher education alone but also of science as well. To the results of scientific research of the mentioned scientists, "a growth of the index of science and technologies' development by one conventional point determines the increase of the socio-economic development level by 0.39 of the corresponding conventional point. In its turn, a growth of the education index by 1 conventional point ensures the increase of socio-economic development level by 0.43 conventional points" [16, p. 314]. Aldona Migala-Warchol and M. Pasternak-Malicka are convinced that investment in human skills (education) is the cheapest means to raise the competitiveness level of an economy and to accelerate the rates of economic growth.

Also, the results of scientific research by Jennifer Ma, Matea Pender, and Meredith Welch deserve attention to clarify the ratios of citizens' employment and income levels to their education level. The results in the corresponding directions of scientific work are presented by scientists in a yearly report titled "Education Pays". In 2015, for example, among the workers who get a salary exceeding \$100,000 per annum, the share of individuals with higher education at the bachelor's degree level and higher (master's and PhD programs) comprised 25% and 28% correspondently (information corresponds to the "Education Pays 2016" report) [17, p. 4]. In 2018, the corresponding shares of people with a bachelor's education level and the levels of master's degree and on comprised 28% and 43% correspondently (information corresponds to the

“Education Pays 2019” report) [18, p. 5]. Such dynamics convincingly attests to the fact of the growing share of persons with higher education in the group chosen for analysis.

Studying the issue of the economic value of education, Eric A. Hanushek pays attention to the uneven intensity in the manifestation of the dependency between well-being and education for each of the studied countries. [19, p. 50]. There arises a situation wherein for some countries, for instance, those with a high level of human capital development the dependency in question is tangible, while for those with a low level of human capital development it is hardly visible. In the USA, for example, (according to the Human Development Report 2019, the USA is among the countries with a very high level of human potential development, being placed in the 15th position in the common rating) the growth of the nation’s education ensures 15% of the growth of the national income, which, considering a comparatively moderate in its amount share of the GDP expenditure on education (about 6–7%), makes it possible to speak of a high efficiency of investments in education [20, p. 108]. To compare, Ukraine (according to the Human Development Report 2019, Ukraine is among the states with high human development, being placed in the 88th position of the common rating, demonstrating one of the highest indexes in the world (according to the Knoem information platform’s database “World Data Atlas: World and regional statistics, national data, maps, rankings”, the gross coefficient of higher education coverage in Ukraine is 82.3%, which considerably exceeds the corresponding indices of such countries as Germany (68.3%), Poland (68.1%), Great Britain (56.5%), Japan (63.4%), Sweden (62.3%), France (64.4%), Norway (76.7%), and so on [21])) has quite a low index of well-being growth. A comparison of the indices for individual countries by their gross coefficient of higher education coverage and well-being level is demonstrated in Table 1.

Table 1. Positioning of individual countries by the indices of the gross coefficient of higher education coverage and their well-being index. Notes: 1 – the coefficient is given on the results of analyzing the Knoem information platform database “World Data Atlas: World and regional statistics, national data, maps, rankings (the information is available as of 2015.); 2 – the positioning of a country in the rating is given in accordance with the calculations by specialists of the Legatum Institute analytical center of the well-being index (the information is available as of 2019.); 3 – the positioning of a country in the rating is given according to the calculations by the specialists of UN Program on human potential development index (information is available as of 2019.). (Source: [21], [22], [23])

No	Country	Coefficient of higher education covering ¹	The positioning of a country in the rating in accordance with global ratings that can be considered to reflect well-being	
			Legatum Prosperity Index ²	Human Development Index ³
1	Belarus	87.9%	73	50
2	Great Britain	56.5%	11	15
3	Germany	68.3%	8	4
4	Norway	76.7%	2	1
5	Poland	68.1%;	36	32
6	Russian Federation	80.4%	74	49
7	Ukraine	82.3%	96	88
8	France	64.4%	23	26
9	Sweden	62.3%	4	8
10	Japan	63.4%	19	19

The included in the table indices of well-being and human potential development can certainly be applied to characterize an individual’s and state well-being only at quite a conventional level, for its constituents cannot be described as completely corresponding to the characteristics that are commonly used for revealing the essence and the content of the well-being phenomenon for this or other social objects. Considering the fact that the substantiation of the possibility to use well-being and human potential development indices to characterize a social object’s well-being level is beyond the circle of immediate attention of this publication’s authors, they deem it possible to leave this step without additional explanations. The authors’ preferences concerning the selection of the indices in question were determined by the results of comparison of those global indices whose principal determinants contain these or other references to the components of the well-being phenomenon.

The results of analyzing Table 1 make it possible to assume that a social object's well-being is not always associated with higher education and its quality. This assumption can attest to the loss of actuality in the contents of some of the postulates of economic theory (classical economic theory, neoclassical direction in economic science, materialistic dialectics, and the human capital theory), namely those of them that accentuate on investment attractiveness of education. Therefore, it is possible to state the arising of a controversy at the level of theory and practices of manifestations of cause-and-effect connections between the level of education and that of a social object's well-being. This controversy is revealed to the utmost extent through the prism of comparing the levels of development indices of the corresponding phenomena that are calculated for the countries which were following the so-called Marxist doctrine for managing their socio-economic life for a long time. The unveiled contradiction can be researched, on the one hand, through the prism of economic analysis of statistical indicators (the use of statistical observation and economic analysis of the obtained results methods enable determining interconnection between education and well-being by means of numerical values) and, on the other hand, through the mechanism of polling (finding out the experts' opinion concerning the object of scientific interest).

Each of these methods has its advantages and disadvantages, therefore the use of any of them cannot be considered as such that guarantees for a researcher obtaining exclusively precise and objective information. For example, the organization of a scientist's work in the first direction enables obtaining precise information, but its relevance will be insignificant, considering the existence of a certain time lag between a person's obtaining an education and achieving a certain well-being level (a scientific result obtained by means of this direction might be relevant for characterizing the so-called past state of affairs because education was obtained several years prior the person can speak of attaining a certain well-being level). In other words, as a result of using the instruments of statistical data economic analysis, a researcher gets accurate, but not always actual, relevant information concerning the characteristics of the chosen object of scientific attention (objective, but not actual knowledge). The other direction in scientific researches organization, unlike the first one, can provide for a scientist actual if not quite accurate information, for the expert interview method partially minimizes time lag influencing the final outcome (the expertise of interconnections between education and well-being is performed in real-time, in the present: a relation between the present-day education and the present-day well-being is studied), but at the same time there arises a risk of experts' succumbing to subjective attitude to the estimation of the focus of scientific interest. In other words, the use of polling instruments and expert interviews facilitates for a scientist obtaining actual knowledge concerning the characteristics of the examined object, but the objectivity level of such knowledge may sometimes be insufficient to formulate certain generalizations. Some of the aspects of this problematics were dwelt on by the authors in their previous scientific research [24-28].

The lack in a scientific discourse of a sufficient amount of scientific research results in the problematics of interconnections between the education and well-being levels of a social object, namely those which would be focused on elucidating the issues of the dependency of an individual and state well-being on the quality of higher education have determined the choice of focus of attention in this publication.

AIMS AND OBJECTIVES

The goal of this article is to find out the opinion of students and employers concerning the dependency level of an individual's and state well-being on the quality of higher education, as well as to work out recommendations as to the directions to improve state policies in the sphere of higher education.

METHODS

The research in the problematics of the dependency of an individual's and state well-being on the quality of higher education was performed within the authors' non-grant-supported project "Estimation of higher education quality" (the authors of the project – Moroz S.A. and Moroz V.M.). Realization of this project supposed conduction of polling respondents from Ukraine by the following principal directions: estimating the quality of higher education at the common level of perceiving this phenomenon (questionnaire 1. "Estimating the quality of higher education") was the first stage of the authors' project; estimating the quality of higher education obtained through the distance form of the training process organization (questionnaire 2. "Attitude to distance education and estimating its quality") – the second stage of the authors' project. In the most simplified perception of the project, its concept is as follows: 1) the first stage of project realization: polling students and employers of Ukraine by the first questionnaire (the first period of polling, namely polling students was undertaken between December 2017 and November 2018; the second period of polling, namely employers polling, was undertaken between January 2019 and February 2020.); 2) the second stage of the project realization: polling students from Ukraine

on the second questionnaire (the first period was conducted during the period between December 2017 and November 2019; the second period of polling was initiated in 2020 and is going on).

The project authors' choice of the experts interviewing method as a source of information was determined by the fact that "interviewing is the most widespread, the most efficient, and the most reliable method of gathering initial sociological information. With its help, it is possible to obtain up to 90% of all data, especially that which is not reflected in documentary sources or is accessible for direct observation" [29, p. 45]. Besides, in a sociological scientific environment, it is interviewing that possesses considerable potential for the most precise clarifying an opinion of a comparatively large social group and obtaining trustworthy knowledge on a society (individual representatives of society) and its (their) attitude [30, 31]. At the same time, using the method of interviewing, the authors were conscious that the information thus obtained cannot be considered objective in some cases, for it reflects only the reality (characteristics, manifestation level) that exists in respondents' consciousness. Considering the object of scientific interest chosen by this publication's authors, they think it possible to omit the discussion of expediency of using the interview method as an instrument to form an information-analytical foundation for the procedures of discussing and adopting state managerial decisions without further development and to focus immediately on the elucidating of the results of the interviewing conducted by the authors.

The choice by the project's authors of students and employers as respondents was determined by the fact that the corresponding categories of individuals were determined in the Standards and recommendations concerning ensuring the quality of education in the European environment of higher education on par with the principal stakeholders [32, p. 7]. Taking into account stakeholders' opinion is an obligatory element in the system of ensuring the quality of education activities by higher education institutions and of higher education quality in general.

The contents of the questionnaires (questionnaire 1 and questionnaire 2) were developed in accordance with methodological recommendations by T.O. Lukina as to peculiarities of composing the structure and the content of questionnaires for monitoring research on educational issues [33]; recommendations by S. Sudman, N. Bradburn, and N. Schwarz as to the peculiarities in the use of the interview method [34]; advice by Marvin W. Peterson, Marne K. Einarson, Catherine H. Augustine, and Derek S. Vaughan as to the practices of organizing polling in the higher education system [35]. The content of each of the questionnaires was compiled from the so-called closed questions, each of them having been discussed by the project's authors in the course of several series of expert interviews with potential respondents as well as the possible variants of the answers to the questions. The result of analyzing the information obtained in the course of interviewing the experts was not only clarification of some of the wording of the questions, but also the study of those which in the experts' opinion are of utmost significance in the context of the focus of attention of the research. In other words, each of the questions included in the questionnaire is significant and meaningful in the respondents' opinion.

Within the expert interview method, the authors of the project used the following instruments: 1) interviewing individual representatives of the focus group (selective sampling) to form the argument base of theoretical assumptions concerning the object of scientific interest, as well as for clarifying the level of understanding the offered questions by potential respondents (the authors of this publication acted as interviewers considering their ample experience in applying this method of scientific cognizance, which minimized the risks of incorrect interpretation of the experts interviewing results); 2) polling, to clarify respondents' opinion about the subject of experts' attention (to the work of immediate organizers of the polling, apart from this publication's authors, were involved the most motivated students of the master degree program "Public management and administrating" from the National technical university "Kharkiv Polytechnic Institute" who were willing to partake in scientific-research work. This, on the one hand, enabled the broadening of the circle of respondents covered by polling and on the other hand, facilitated students' gaining practical experience in gathering and initial data processing concerning the object of immediate attention).

Participation of student-interviewers in organizing and conducting the research as well as respondents' participation in the polling was voluntary and did not suppose obtaining any material or any other kinds of rewards. The polling was conducted through immediate interviewers' communication with respondents and was supposed to be filled in by the latter of the offered paper questionnaire with a pencil or a pen. The polling was conducted with strict observation of the principles of free will and anonymity of participating respondents.

Considering the object of their scientific attention, the authors think it expedient to demonstrate the questions of the first questionnaire only, namely "Higher education quality estimation". The questionnaire offered for respondents to be filled in was compiled of 18 closed questions, the content of fifteen of which was immediately connected with the problematics of higher education quality (three of the eighteen questions were intended to find out general data on a respondent). The list of the questions included by the project's authors in the questionnaire is given in Table 2.

Table 2. The questions from the "Estimating the quality of higher education" questionnaire.

No.	Questions as they were formulated in the questionnaire
1	Your age
2	Your sex
3	Your education-and-qualification level or scientific degree
4	How, in Your opinion, do individual factors influence the quality of higher education? (Distribute 10 points among the factors that follow so that the total sum of the listed factor equaled 10; mind that the larger score You award to a factor the greater impact, in Your opinion, it exercises)
5	Evaluate by the 10-point scale the quality of education in Your country (10 is the highest quality; 1 is the minimum quality)
6	Evaluate by the 10-point scale the quality of education in Your higher education institution (10 is the highest quality; 1 is the minimum quality)
7	How, in Your opinion, is responsibility for higher education quality distributed between the following subjects of higher education (distribute 10 points among the following subjects so that the sum total of the points equaled 10; mind that the larger point You award, the greater extent of responsibility, in Your opinion, the corresponding subject bears)
8	In Your opinion, which of the following subjects is to be a chief initiator in conducting reforms concerning the improvement of higher education quality? (choose one variant)
9	How is, in Your opinion, distributed the influence of each of the following factors on the summative score of higher education quality? (distribute 10 points among the following factors so that sum total of the points equaled 10; mind that the higher score You award the greater, in Your opinion, is the significance of the corresponding criterion)
10	Evaluate the influence level of higher education quality on the well-being of the person who obtained it (choose one variant)
11	Evaluate the influence level of higher education quality on state well-being (choose one variant)
12	In Your opinion, do the knowledge given to a higher education student in Your country correspond to the requirements set forth to its amount and level by the labor market?
13	What does the quality of higher education mean personally for You? (choose one variant)
14	Which of the following factors, in Your opinion, makes the most powerful impact on choosing the place of getting a higher education? (distribute 10 points among the following factors so that sum total of the points equaled 10; mind that the higher point you award, the more intensive, in Your opinion, is the influence of the corresponding factor)
15	In Your opinion, does the quality of higher education depend upon the form of financing obtaining it? (choose one variant)
16	Does a university specialization influence the quality of higher education? (choose one variant)
17	In Your opinion, should the state exercise strict control of the quality of education services rendered by a higher education institution?
18	Are You satisfied with the quality of higher education in Your country? (choose one variant)

In the course of carrying out the task of the first stage of the authors' project concerning the polling of respondents, the research organizers interviewed 747 respondents from Kharkiv, Poltava, Sumy, as well as parts of Donetsk and Luhansk oblasts (areas) controlled by Ukraine, out of which 563 persons were representatives of students youth and 184 persons were employers. The number of respondents covered with the polling as well as the territorial location of the conducted research certainly does not enable speaking of its being representative of the whole of Ukraine. At the same time, considering a comparative uniformity of students' youth and employers of Ukraine and allowing for a certain abstraction, the sampling can be considered as such that reflects the main characteristics of the general totality on the regional level.

RESULTS

Considering the chosen by the authors subject of their scientific research, they think it expedient to limit the circle of the analysis to only those items of the questionnaire that immediately relate to finding out the respondents' opinion on: 1) the influence of higher education quality on the well-being of an individual who has obtained it (Table 2, question No. 10 in the questionnaire); 2) the impact of higher education quality on state well-being (Table 2, question No. 11 in the questionnaire). In each of the corresponding questions of the questionnaire, the respondents were offered to evaluate the level of higher education quality influencing the well-being with the use of the following conventional gradation: very low, rather low; average; rather high, high. The results of the students' and employers' evaluations are demonstrated in Table 3.

Table 3. The results of respondents' evaluating the influence level of higher education quality on an individual's and state well-being.

No.	Options of evaluating the influence level	Influence level of higher education quality on an individual's well-being		Influence level of higher education quality on state well-being	
		Students' evaluation results, %	Employers' evaluation results, %	Students' evaluation results, %	Employers' evaluation results, %
1	very low	0	0	4	2
2	rather low	22	12	14	14
3	average	34	40	32	40
4	rather high	32	44	38	32
5	high	12	4	12	12

To evaluate the influence of higher education quality on an individual's and state well-being, the respondents were offered to choose only one option of the answer, therefore the results given in Table 3 are quite unambiguous in their sense. In the course of interviewing, the respondents demonstrated their interest in both the problematics of higher education quality in general and immediately in the issues of the dependency between an individual's and state well-being on the quality of higher education. The interviewers noted the absence in the respondents of the so-called tiredness of being interviewed, therefore the results obtained by the project's authors are free from the influence of the risk of incorrect filling in of the questionnaires.

A peculiarity in estimating the subject of immediate attention by employers is that employers perceive the questions of the poll through the prism of their organizational status (the status of a senior manager). In the course of the interview, conduction of which was supposed by the program of the authors' project realization, there was established the fact that in their professional communication employers do not distinguish between their status of an organization's senior manager (the vestment in the power of exercising control and managerial functions) and that of a personality (the absence of power to realize these or other managerial functions). Therefore, employers perceive the offered for discussion object of attention exclusively through the prism of their status of an organization leader. This observation is of utmost importance, for the status of a manager determines a person's evaluation not on their own behalf (individual level), but on behalf of their organization (organizational level).

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DISCUSSION

The interpretation of the results obtained (Table 3) will be performed in the two main directions, namely the direction of students' opinion analysis (the first direction) and the employers' opinion (the second direction) as to the focus of immediate scientific attention.

5.1. The first direction in analysis (analysis of students' opinion).

5.1.1. On the results of analyzing the contents of Table 3, it is possible to formulate the following basic generalizations as to student's evaluation of the influence level of higher education quality on the well-being of a person who obtained it.

First, none of the respondents (0%) supported the statement that "the influence level of higher education quality on the well-being of an individual who obtained it is very low". In other words, students are convinced that it is erroneous to say that well-being level does not depend on education quality. This opinion of respondents can be substantiated through the prism of the following facts: in the countries with a high level of socio-economic and market institutions development, a year of study secures a future raise in incomes by about 5%; the level of payments to the persons with higher education at the master's degree level is usually 37% higher than average for the country; persons with higher education work 193 days per year on average, while people with vocation-and-technical education work about 204 days; people with higher education enjoy longer holidays and practically do not work overtime; persons with a bachelor's degree of higher education are paid approximately 76,7% of the average salary in the country, while those with vocation-and-technical education get 62,6% [36]. It is obvious, that Ukraine cannot be referred to as the countries with a high level of socio-economic and market institutions development, but the expert evaluation subjects' (in this case, the respondents') perceiving of these or other events (phenomena) regardless of their manifestation level is traditionally made through the prism of norms of the so-called modern civilized world. Traditionally, the experts from the institutional environment of Ukraine compare its indicators with the countries that are characterized by much higher levels of their socio-political and socio-economic development. It is in all probability for this reason that respondents from Ukraine perceive the phenomenon of the dependency of an individual's well-being at the level and quality of education they obtained through the prism of statistics of countries with high levels of socio-economic and market institutions development.

At the same time, nearly one in five respondents (22% of the interviewed) support the idea that "the influence level of higher education quality on the well-being of a person who obtained it is rather low", i.e. in the opinion of quite a large segment of the interviewed, the influence of higher education quality on an individual's well-being is minimal. This situation can be explained by the fact that the research organizers to facilitate respondents' perceiving the questionnaire's content did not offer to evaluate the dependency of well-being on the higher education obtained (a short cycle, the bachelor's and master's degrees). Therefore, the situation arises when a respondent perceives all education levels as the same category of "higher education". At the same time, statistics shows a possibility of income growth depending on a person's education starting at a master's degree and higher. In other words, there occurs the so-called dissolving of the master's degree among other degrees of higher education, that is, respondents quite reasonably identify the master's degree level as offered in the statement to choose.

Second, a prevailing majority of respondents (78%) are convinced of there being a direct dependency between a person's higher education and their well-being level, and notably, 44% of students evaluated this dependency at a "rather high" and "high" level. This result is somewhat unexpected for the research organizers, for according to the results of research undertaken by O.V. Kupets, "in Ukraine, the return on education is zero. The effect is not of any statistical significance" [36]. The authors strongly believe that such an opinion is not peremptory, for the so-called return on education does exist in Ukraine if not tangible enough – at the level of 1% for a year of learning compared with the mentioned 5% in the countries with high levels of socio-economic and market institutions development. Taking into account certain disproportion between subjective perceiving of the influence level of higher education on the well-being of a person who obtained it (the prevailing majority of respondents (78%) identified the corresponding dependency on a sufficient level) and the objective indicators (statistical information as to dependency of an individual's well-being on the quality of education they obtained attest to a low level of correlation between the corresponding phenomena), it is possible to assume the existence in society of the so-called romantic or idealistic attitudes to the place and the role of higher education in the life of an individual person. In other words, people hope that their having a higher education will enable them to obtain a higher salary in the future. On the one hand, such hope is quite justified, because its vector can be explained (confirmed) through the prism of numerous scientific pieces of research. On the other hand, on average 40% of school leavers in the countries with high levels of socio-economic and market institutions development make their choice in favor of vocation-and-technical education [37] and nevertheless obtain quite a competitive salary compared with higher educated persons in the future.

5.1.2. On the results of analyzing the content of Table 3, it is possible to formulate the following basic generalizations as to student's evaluation of the influence level of higher education on state well-being.

First, 4% of respondents are convinced that "the influence level of higher education on state well-being is rather low". This result in connection with the fact that 14% of students supported the statement on quite a low level of the corresponding dependency strongly supports the existence of anxiety in applicants for higher education about the possibility of

securing the well-being of the state on account of higher education quality. In other words, 18% of respondents (4% and 14%) are convinced of there not being a connection between the quality of higher education in the state and the level of state well-being. This result, in the authors' opinion, is quite objective, because Ukraine, despite its quite an efficiently functioning higher education system, possesses a low level of its well-being in general (a controversy between a high quality of higher education in the state and its well-being level). For instance, according to the estimations by specialists from the World Economic Forum, Ukraine in 2018 was positioned 62nd among 140 countries in the world by the skillset of its higher education graduates (this indicator is used for characterizing the quality of higher education according to the methodology of evaluation), while Ukraine's index in the summarizing rating by the World Economic Forum, namely in The Global Competitiveness Index, corresponded only to the 83rd position [38, p. 577]. To compare, the countries like Italy, Thailand, China, Mexico, Uruguay, and Latvia have the skillset indices of their higher education institution graduates somewhat similar to that of Ukraine (60, 61, 63, 66, 68 correspondently), while their consolidated indices are much better in comparison with Ukraine, namely 42, 38, 46, 53, 42 correspondently. Considering the mentioned before, it is possible to assume that the percentage of those convinced in the absence of a correlation between the quality of education in a country and its well-being will be raising in the future, which will ultimately certainly tell on the level of citizens' trust in their state.

Second, the majority of respondents (82%) are convinced in the existence of a dependency of a country's well-being on the education quality of its higher education institutions. Notably, half of the respondents evaluated the corresponding dependency at "rather high" (38%) and "high" (12%) levels. This evaluation by students convincingly attests to the existence of a certain level of trust in the state in society. In other words, the respondents are convinced in the possibility of the so-called conversation of the knowledge obtained at a higher education institution into state well-being. It is interesting to compare this result with the one obtained when analyzing the corresponding category of responses concerning individuals. At the individual level, the support of the idea of the existence of influence of higher education quality on the well-being of a person who obtained it equals 78%, while at the state level – 82%. Comparing these two results, the authors have taken into account those respondents' answers that were positioned on the scale of experts' evaluation of the corresponding dependency as "average level", "rather high level", and "high level". On the one hand, the discrepancy in support levels of the statement on the existence of a dependency between the quality of education and well-being of an individual / the state at the personal and the state levels is insignificant (78% against 82%), but on the other hand, this discrepancy still exists. The authors can state that speaking about the state level, this support is higher if slightly. Therefore, on quite an indirect level the authors can assume the fact of prevailing state-oriented attitudes in society and a slight prevalence of the society-oriented development model over the individual-oriented model. At the same time, the noticed difference can be explained through the prism of the fact that on the individual level evaluating the dependency of an individual's well-being on the quality of higher education they obtained is made through the prism of the individual, not always positive, experience. That is, an expert (respondent) having some information obtained at the time of their socialization that in the foundation of well-being of most of the people surrounding them was laid not the quality of their higher education but, for instance, their family relations, good luck, available connections with representatives of power, or initial capital, etc., will decide to evaluate the dependency of an individual's well-being on higher education quality on quite a low level. When comparing the dependency between the corresponding state-related phenomena, an expertise subject does not possess objective experience (information) on there being a direct dependency between well-being and higher education quality, therefore they can presume, maybe erroneously, the fact of its existence.

5.2. The second direction in the analysis (the analysis of employers' opinion).

5.2.1. On the results of the content of Table 3, the authors can formulate the following basic generalizations as to employers' evaluation of the influence level of higher education quality on the well-being of a person who obtained it.

First, none of the interviewed employers agreed with the statement that the influence level of higher education quality on the well-being of a person who obtained it is "very low". This result is quite identical to the one obtained when analyzing the students' opinion on the corresponding issue, therefore, considering the previous analysis, the authors think it expedient to leave it without any additional comments. Among employers, a comparatively small share of respondents (12%) evaluated the influence level of higher education quality on an individual's well-being as "rather low". In other words, the prevailing majority of employers (88%) evaluate the dependency of an individual's well-being on higher education quality at the average level and higher. This result turned out to be quite unexpected for the project's authors, for during expert interviews with potential participants of the poll representing employers, the experts quite often drew attention to a discrepancy of the quality of education obtained at a higher education institution to the requirements set currently forth to it by the labor market. The existence of a considerable gap between a competency formed by a higher education institution and the real needs of a modern organization attests the results of the calculations by specialists from the Institute of

Demography and Social Research named after M.V. Ptuha of the NAN (National Academy of Sciences) of Ukraine concerning the discrepancy between qualifications and demand and supply. For instance, Ukraine has one of the biggest in the world discrepancy index of qualifications and demand and supply by education level. Only one in six higher education graduates has got the knowledge, skills, and abilities obtained at a higher education institution that corresponds to the education level and meets employers' expectations [39, p. 180]. There appears a situation, when, on the one hand, employers agree with the statement that on the existence of a dependency between an individual's well-being and the quality of their higher education (as shown by the poll conducted by the authors), while on the other hand, they demonstrate displeasure with the competency's development level in higher education graduates. Therefore, it is possible to assume that in employers' opinion even those competencies that do not meet the requirements of the labor market can ensure a comparatively sufficient well-being level for their owner. This state of affairs can attest to the fact of complete utilizing by an organization of employed worker's labor abilities, but at the same time, the actually utilized labor abilities are considerably lower than the real needs. The complete utilization by an employer of the workers' available labor potential with simultaneously incomplete satisfying of the organization's needs as to the quality of the available labor abilities determines in the long run both a decrease in labor efficiency and quality of its results.

Second, the largest share of the interviewed employers (44%) evaluated the influence level of higher education quality on an individual's well-being at a level higher than average. Notably, students demonstrated a lesser enthusiasm in evaluating the corresponding issue (only 32% of students chose the "rather high" option). This discrepancy gets somewhat smaller but does not lose its actuality when considering the total share of respondents who chose the "rather high" and the «high" options. The total share by the corresponding evaluations among the employers is 48%, while among the students – 44%. Here, it is possible to speak of actualizing a discrepancy on the "employer-employee" level wherein an employer considers that they pay a sufficient salary for an employee to secure their well-being, while an employee (in this case, a student, an employee-to-be) is more reserved in supporting this thought. The difference in students' and employers' evaluation is not significant (only 4%), therefore there are no grounds to speak of acuteness in contradictions between employers and employees concerning salaries. This conclusion is somewhat out of the focus of the authors' immediate attention, so they consider it possible to leave it at the level of a formulated generalization.

5.2.2. On the results of analyzing the content of Table 3, it is possible to formulate the following basic generalizations as to employers' evaluation of the influence level of higher education quality on state well-being.

First, compared with students, employers demonstrated more skepticism in evaluating the object of immediate attention. For instance, 2% of respondents from the employers' group utterly denied the existence of cause-and-effect connections between higher education quality and state well-being, which in addition to another 14% of those who chose the "rather low" option enabled to speak of the existence of mistrust to the state on the part of organizations (previously, the authors noted that employers evaluate the object of immediate attention through the prism of the status of an organization leader and on its behalf), especially to the ability of the state to ensure such a level of administering the results of the population's realizing their labor abilities that would enable speaking of the existence of a correlation between the quality of higher education in the state and state well-being. The thesis about mistrust of an organization to the state is certainly quite conventional in its content (the questionnaire did not contain a direct question about the trust level), but the very fact of the difference in an individual's and an organization's perceiving the phenomenon of the higher education quality influencing state well-being attest to the existence of certain peculiarities in perceiving the issue in question on both levels. It is possible to explain the fact of employers' restraint in evaluating the object of immediate attention through the prism of their considerable awareness of the procedures and outcomes of redistribution of taxes. In other words, employers, possessing more objective information compared with students as to the amount of taxes paid to the state and the benefits obtained from it (in their majority, employers are dissatisfied with the existing tax system and the level of state support for business), along with their not always positive experience of interaction with state institutes, subconsciously extrapolate their probably biased or not always substantiated attitude to the state in solving these or other issues. Besides, employers have a more profound life and professional experience than students, therefore they are more knowledgeable about the limited perspectives of applying labor abilities formed in the system of higher education, and correspondingly, a low price of higher education quality in the process of promoting state well-being. For example, according to research by L.M. Ilyich, the problem of "excessive" (insufficient) qualification or education" has the highest level of its actualization exactly at the organization level [39, p. 178], i.e., it is an organization that becomes the place where the needs of the market and abilities of a person meet. There appears a situation where it is an organization that becomes the most objective subject in evaluating the influence of quality of higher education obtained by its employees on the well-being of immediately a person themselves and on the state in general.

Second, on condition of focusing on those evaluation responses that gravitate in their estimations to average ones, that is on the evaluation of the dependency of state well-being on higher education quality on the average (the "average" option)

and on conventionally high levels (the “rather high” option), it is possible to state the fact of existing of a fundamental difference between the employers’ evaluation results of the cause-and-effect connection of higher education quality and state well-being on the one hand, and higher education quality and an individual’s well-being on the other hand. For instance, evaluating the corresponding dependency within the mentioned values (the average and rather high dependency levels) in the context of state well-being, we have the sum total share of employers’ responses at the level of 72%, while analyzing the corresponding question in the context of an individual’s well-being leads to the corresponding result of 88%. In other words, employers are convinced that the quality of higher education makes a much stronger impact on well-being forming on the personality level rather than on the state level. The detected difference can be explained by assuming that the formation of an individual’s well-being usually takes place as a result of organizing work activity by a principle “whatever is not forbidden by law is permitted”, while to form state well-being the principle of “only what is permitted by law” is applied. Thus, an individual’s well-being formation occurs, among other things, on account of such sources as work in one’s own household (doing one’s housework, individual gardening, horticulture, etc.), tax-evading, work in the so-called shadow economy (performing labor activity without official registration of labor relations), and so on. For example, according to the estimations by specialists from the Ministry of economy, trade, and agriculture development of Ukraine, the share of the shadow economy in Ukraine is estimated at 23.8% of official GNP, of which 19,7% of GNP is a cash-related shadow economy, 4.1% of GNP is household production of goods for personal consumption [40]. Therefore, a person, unlike the state, has a possibility of using unofficial sources to form their well-being among other things. In all probability, this very fact was the reason for forming in employers of the idea that higher education quality makes a greater impact on an individual’s well-being rather than that of the state. It is interesting, that the students’ opinion within the previously conventionally set evaluating parameters (analyzing the opinion of those respondents who evaluated the dependency of an individual’s and state well-being on higher education quality at the average and rather high levels) has a fundamentally opposite meaning. Within the set parameter (the responses of “average” and “rather high” dependency levels), respondents from the students’ group determined the dependency of an individual’s well-being on higher education quality at the level of 66%, while the dependency of state well-being on higher education quality was estimated at the 70% level. This result attests to representatives of student youth being convinced that higher education quality has a greater significance in forming state well-being than that for an individual’s well-being. Students probably take into account the possibility of the state realizing the potential of the so-called synergy effect on realizing the labor abilities of a critical mass of persons with a quality higher education.

CONCLUSIONS

On the results of the conducted research, the authors can formulate the following principal generalizations and conclusions.

1. The problematics of the dependency of a social object’s well-being on quality of higher education has controversies of its actualization by the following directions:
 - 1) the controversy of the human capital theory in the part of economic attractiveness of investing in a social object’s education in order to ensure a growth of its/their well-being with real practical realization by the state of its policies in the sphere of higher education (statistical information found in international ratings attests to the fact that the increase in state investments in higher education development does not determine a so-called automatic growth of the well-being level of neither the state itself nor of its citizens);
 - 2) controversy of the consolidated respondents’ opinion concerning a rather high (higher than average) influence level of higher education quality on a social object’s well-being with the actual (not quite high) dependency level between the corresponding phenomena (respondents’ opinion concerning the manifestation of the cause-and-effect connections between higher education quality and a social object’s well-being is not confirmed by statistical data from international monitoring missions).

At the same time, the results of analyzing responders’ answers confirmed the fact of the correlation of their opinion with the classical economic theory, the neoclassical direction in economy science, materialistic dialectics, and the human capital theory in part of those postulates of theirs, which are connected with substantiating of a possibility of materializing the knowledge, skills, abilities (competencies) obtained as a result of learning, with the opinion of Ukrainian society representatives. The analysis results of the respondents’ answers as to the influence levels of higher education quality on a social object’s well-being confirm the assumption that within transformational changes in socio-political and socio-economic systems (typical for counties that are in the state of permanent transformation) the cause-and-effect connection between the phenomena of education and well-being is not tangible. The weak manifestation of this connection determines the need in strengthening it on the part of the state, for instance, through the mechanism of state support for young specialists.

2. On the results of analyzing opinions of 747 respondents from Kharkiv, Poltava, and Sumy, as well as those controlled by Ukraine parts of Donetsk and Luhansk oblasts (areas), the following facts have been established:

- none of the respondents supported the idea that the influence level of higher education quality on an individual's well-being is "rather low". At the same time, this option was chosen by 3% of respondents when evaluating the influence of higher education quality on state well-being (hereinafter the generalized results are presented, i.e. without their division into the results obtained by analyzing students' or employers' replies);
- 17% of respondents evaluated the influence level of higher education quality on an individual's well-being as "rather low", while the corresponding indicator for evaluating the influence of higher education quality on state well-being amounted to 14%;
- 37% of respondents determined the influence level of higher education quality on an individual's well-being as "average", while the corresponding influence at the state level was evaluated at the level of 36%;
- 38% of respondents are convinced that the influence of higher education quality on an individual's well-being is "rather high", while such evaluation of the influence level of higher education quality on state well-being got a support of only 35% of the respondents;
- 8% of respondents when evaluating the influence level of higher education quality on an individual's well-being agreed that this influence is "high". To compare, 12% of respondents agreed with choosing the "high" option for the influence level of higher education quality on state well-being.

On the results of comparing the responses by students and employees, it was established that employers were more pragmatic (pessimistic) in evaluating the influence level of higher education quality on a social object's well-being. This can be explained through the prism of the present in employers' life and professional experience (the level of employers' knowledge concerning the cause-and-effect connections between quality of education and a social object's well-being is higher than that of students), as well as through age-determined peculiarities in perceiving surrounding events and phenomena by an evaluating subject (students as representatives of the youth are usually not prone to pessimism, and when evaluating an object of immediate attention they focus on its advantages that finally causes a slight overrating of their consolidated evaluation).

3. The existence of a gap between the real state of the dependency of a social object's well-being on higher education quality (under the real state the authors mean the state which is characterized by the indices of higher education quality and well-being level published by international expert agencies) may become a reason for acuteness of the problem of oversaturation of the labor market with specialists with higher education. Excessive education of the population, despite its positive influence on social and state development, can affect both the labor market and the education services market of Ukraine. Oversaturation of the market with highly educated specialists (excessive education of the population) can actualize the following risks:

- a devaluation of higher education levels and the institute of higher education in general (education that does not ensure the return of invested resources will most probably lose its economic and, consequently, its social value). The resources spent by a social object on education must not only return to their owner but also ensure their gaining of a certain profit. To avoid devaluation of higher education, the amount of this profit should surmount the average bank deposit interest. In other words, the mean profitability of investment in higher education should be higher than the average profitability of a bank deposit. The index of dependency of a social object's well-being on higher education quality displayed through the prism of comparing profits from the social object's investment of their resources in higher education and the profits gained as interest on a bank account can be considered by the government as an indicator (an index) of economic devaluation of higher education levels. Theoretical substantiation of the need and a possibility of using this indicator (index) as well as the methodology of its calculating can be determined at the level of perspective directions in organizing further scientific research on the issue in question;
- a rise in social tension in society as a result of dissatisfaction with higher education on the part of those people who were unable to find work corresponding to the level of their education or to the expected (decent) salary level. The presence of a critical mass of such people can form a threat to social balance in society. Excessive education of the population is usually a result of an imbalance between the higher education system's proposition and the demand in the labor market, namely in the inability of the latter to offer a sufficient amount of workplaces for persons with higher education. A cyclic recurrence of the such a situation becomes the reason why persons with higher education have to agree to labor activity with duties that do not require higher education. Here, it is possible to speak of arising a contradiction between the labor potential of a highly educated person and the actual demand for it. Systematic underutilizing of highly educated specialists' labor potential determines the ruining of their value orientation system formed in the course of training at a higher education institution. An indicator of the inconsistency of the expected

social and professional status formed as a result of learning at a higher education institution to the status actually obtained as a result of the employment of a higher educated person to a position with the requirements that are lower than the available qualification level can be viewed through the prism of the indicator of social devaluation of higher education. Into the base of calculating such an indicator (index) can be laid the information as to the ratio of the number of higher education graduates to the number of those higher education graduates who were employed according to their qualifications. Besides, the indicator (index) of social devaluation of higher education can include the results of interviewing higher education graduates after, for instance, five years of their labor activity concerning their satisfaction with the level in the professional hierarchy they reached in society. The methodology of calculating such an indicator (index) as well as its content needs the conduct of additional research.

The presented above conclusions and generalizations can be applied for substantiating the expediency of introducing the dependency index of a social object's well-being (of an individual, territorial-and-administrative unit, a state, a society) to scientific circulation. The corresponding indicator can be used for measuring (characterizing) public management activity success, for example as one indicator of regions' socio-economic development. After conducting an additional substantiation of a possibility of applying so-called indicators (indices) of economic and social devaluation of higher education, and following working up and approbation of the methodology to calculate them, the subjects of public management of higher education sphere will obtain an opportunity to evaluate the level of efficiency and functioning of the institute of higher education and to clarify the tendencies in its further development.

Coming back to the issue of applicants and their parents as to the dependency of a person's future income on the level and quality of education they obtained, the authors think it is possible to state that the answer to this question is not simple and unambiguous in its content. This is connected, on the one hand, with the versatility of manifestation of the phenomena of higher education quality and well-being (the absence of so-called common interpretation of the content of corresponding categories), and on the other hand with the complexity of solving it (a unique solution for every level). Undoubtedly, sending applicants and their parents to categories of the phenomena's contents and their manifestation levels usually does not satisfy their interest, but only creates an illusion of the so-called blurring of the answer. Trying to be honest in communication with applicants and their parents about the questions they ask supposes, among other things, turning to statistical information and monitoring results published by international rating agencies. Relevant statistical information on the problematics of dependency of a social object's well-being on higher education quality combined with the results of empiric research on the regional level, similar to the one described in this publication, will enhance forming the information-analytical foundation for solving the issue in question on both the individual and the state levels.

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ЗАЛЕЖНІСТЬ ДОБРОБУТУ ОСОБИСТОСТІ Й ДЕРЖАВИ ВІД ЯКОСТІ ВИЩОЇ ОСВІТИ: АНАЛІЗ ДУМКИ СТУДЕНТІВ ТА РОБОТОДАВЦІВ З УКРАЇНИ

Статистична інформація свідчить про те, що частка охоплення населення України вищою освітою є однією з найвищих у світі – понад 82 %, що значно перевищує відповідні показники для країн із високим рівнем розвитку суспільних та ринкових інститутів. Висока частка осіб із вищою освітою в Україні та порівняно низька динаміка її соціально-економічного розвитку актуалізують питання теорії людського капіталу для тих країн, які сьогодні перебувають на етапі так званої перманентної соціальної та економічної трансформації. Соціально-економічні результати розвитку таких країн свідчать про певну обмеженість теорії людського капіталу, а саме тих її положень, зміст яких указує на існування прямо пропорційної залежності добробуту людини від рівня та якості її освіти. Суперечність між теорією та практикою інвестування у вищу освіту, особливо в контексті порівняння очікуваного та отриманого соціального й економічного ефектів, обумовила необхідність з'ясування думки представників сучасного суспільства щодо існування причинно-наслідкових зв'язків між якістю вищої освіти та добробутом. Інструментом збирання інформації щодо визначення залежності добробуту особистості й держави від якості вищої освіти було обрано метод опитування шляхом проведення анкетування. Респондентами стали студенти та роботодавці зі східних областей України. За результатами порівняльного аналізу відповідей 747 респондентів у статті сформульовані узагальнення та висновки. Обґрунтовано доцільність введення в науковий обіг та подальше використання в практичній діяльності індикаторів економічної та соціальної девальвації вищої освіти для оцінювання ефективності державної політики у сфері вищої освіти.

Ключові слова: якість вищої освіти, людський капітал, інвестування у вищу освіту, добробут соціального об'єкта, економічна цінність вищої освіти, охоплення населення вищою освітою, опитування студентів та роботодавців, економічна та соціальна девальвація вищої освіти

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